

Work sample: Word order in sentences – *The Gingerbread Man*

Relevant part of the achievement standard

By the end of Foundation Year students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary, predictable text structures and common visual patterns. The short texts they produce show understanding of concepts about print including letters, words, and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings students speak clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks.

Summary of task

Students listened to the story of *The Gingerbread Man* a number of times. They were then asked to cut up familiar sentences from the story and to reassemble the sentences in order. They were also asked to draw a picture to match each sentence.

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.

Work sample: Word order in sentences – *The Gingerbread Man*



Annotations

Listens to a familiar text and recalls key events.

Interprets written sentences and orders them to reconstruct a retelling of a familiar text.

Draws illustrations to match the meaning of a text.

Shows an understanding of the concept of print and how pictures can be labelled.

Writes some common known words correctly ('cat' and 'dog').

Uses a mixture of upper-case and lower-case letters to write the words 'cat' and 'dog'.

Annotation summary

This work sample was produced as a result of several shared readings of the text and discussion about the events and characters. It demonstrates an understanding of narrative texts and how the main events of *The Gingerbread Man* are sequenced. The student demonstrates an understanding of how images, as well as print, can be used to tell a story.

Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.